



# Division of Innovation and Effectiveness Office of School Transformation

## Challenge to Achieve Plan

Identification Status:	State Priority	
Year of cohort or identification:	2015	
Date of submission:	8/4/2015	
Is this a revision?	No	
School:	Mary H. Wright Elementary School	
District:	Spartanburg School District 7	
Responsible Party	Print Name	Signature
Principal:	Marc Zachary	
Title I Coordinator or District Liaison:	Garry Baxley	
Superintendent:	Dr. Russell Booker	

## School/District Information

<b>School name:</b>	<b>Mary H. Wright Elementary School</b>
<b>School telephone number:</b>	<b>864-594-4477</b>
<b>School mailing address:</b>	<b>457 South Church Street, Spartanburg, SC 29306</b>
<b>School website URL:</b>	<b>marywright.spartanburg7.org</b>
<b>Year current building was built:</b>	<b>1971</b>
<b>School district:</b>	<b>Spartanburg School District 7</b>
<b>Principal:</b>	<b>Marc Zachary</b>
<b>Number of years principal at school:</b>	<b>0</b>
<b>Number of principals in previous five years:</b>	<b>2</b>
<b>Superintendent:</b>	<b>Dr. Russell Booker</b>
<b>Number of years as superintendent in district:</b>	<b>4</b>
<b>Number of superintendents in previous five years:</b>	<b>2</b>
<b>School Board of Trustees Chairperson:</b>	<b>Rick Gray</b>
<b>Number of years as chairperson:</b>	<b>1</b>
<b>Number of members of School Board of Trustees:</b>	<b>8</b>
<b>Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):</b>	<b>\$50,106.29</b>
<b>Average salary of principals in district:</b>	<b>\$95,209.72</b>
<b>Average salary of district-level administrators:</b>	<b>\$94,813.09</b>

## Background Information

<b>Intervention Statement</b>	Provide a description of what indicators led to the identification of your school for intervention.	<p>Mary H. Wright Elementary School has been deemed a Title 1 school. Ninety eight percent of our students are placed in the category of free or reduced lunch. Students must make significant learning gains in the primary grades in order to close achievement gaps.</p> <p>Data collection from the 2014-2015 school year indicate that students are not gaining academic skills at a rate that will close the achievement gaps. The leadership team has evaluated the current programs in place and developed improvement initiatives in each of the following areas: Information and Analysis, Student Achievement, Quality Planning, Leadership, Professional Learning, Partnership Development, and Progress Monitoring and Evaluation.</p> <p>For the 2015-16 school year we have revamped our intervention program and schedule. Furthermore, we will implement a rigorous professional development program for the staff.</p>
<b>Description of Root Causes</b>	Summarize data relative to the root causes of your school's underperformance.	<p>According to 2014-15 Dominie Data, MAP data, and Aspire data, at least half of our students on all grade levels are not performing to grade level standards. Mary Wright was a high-performing, high poverty school under the steady leadership of Barbara Whitney, who left in 2004. Since that time, Mary Wright has had three principals, and the fourth is beginning this year.</p> <p>Furthermore, Mary Wright was truly a community school until 2010, serving a population of about 350 students who lived in the immediate neighborhoods surrounding the school. The district restructured in 2010, closing a neighboring high-poverty school, which added greatly to the population of Mary Wright. The infusion of new staff, and subsequent high turnover of teachers during the next 3-4 years, has caused the staff of Mary Wright to be mostly newer teachers. The projected enrollment for the 2015-16 school year is 580, an increase of over 200 students from just 5 years before.</p>

## Turnaround Principle 1: Strong Leadership

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Review and/ or revise the school's vision, mission, and goals to improve student learning and outcomes collaboratively with a broad based team including staff, parents, students, and community partners.	Beginning: 08/15 Completion: 6/16	Principal and Leadership Team	When asked, 80% of the school community demonstrates deep knowledge and understanding of the school's vision/mission and their role and responsibilities in accomplishing such.	Survey (Pre & Post)	Fall: Winter: Spring:
School leadership team will have on-going meetings to analyze student and teacher data and strategize to develop plans of action for improvement in student and teacher data areas.	Beginning: 08/15 Completion: 6/16	Principal and Leadership Team	EOY student data will reflect continued progress towards decreasing our below level students in reading and math ( $\leq 35\%$ CD-2 and $\leq 40\%$ 3-5)	Meeting agendas, meeting notes and artifacts	Fall: Winter: Spring:

## Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

<b>Indicators/Best Practice</b> (Provide a detailed description)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> (for Transformation Coach only)
Implement a comprehensive performance evaluation system to support and measure staff performance and its impact on student learning.	Beginning: 8/15 Completion: 6/16	Principal, Assistant Principals, Title I Facilitator, Instructional Coaches	100% of certified staff members will successfully meet their SLO	Observation data; feedback data; Coaching documents; Staff evaluations on file	Fall: Winter: Spring:
Provide teachers with ongoing and focused professional development through Professional Learning Community (PLC) meetings, data analysis meetings, afternoon staff development sessions, Saturday sessions, conference attendance and school visits.	Beginning: 8/15 Completion: 6/15	Principal, Assistant Principals, Title I Facilitator, Instructional Coaches	100% of teachers will participate in at least one PD opportunity each quarter	Agendas, sign-in sheets and artifacts from professional development experiences	Fall: Winter: Spring:
Teachers will participate in Professional Learning Communities weekly, with participation of one of our Leadership Team, for assessment creation and review, planning, etc.	Beginning: 08/15 Completion: 05/16	Principal, Assistant Principal, Coach, Interventionist	Completing PLC reporting sheets will be reviewed and kept on file by Leadership Team. Review of assessments and lesson plans by administration.	Lesson plans, observations, participation by Leadership team in PLC's	Fall: Winter: Spring:
<b>District Funds</b>					
Monthly meetings with District Math Coach (Dr. Frost) and District Science Consultant (Mrs. Crowley). Leigh Turmel, District RTI Literacy and RTI Director will provide staff development and assist with primary intervention. Mrs. Turmel will also assist with integrating Social Studies into Literacy.	Beginning: 09/15 Completion: 05/16	Principal, Assistant Principal, Math Coach, Science Consultant	60% of students will be on-grade level or above in math and science.	Data sources like MAP, state testing, benchmark tests.	Fall: Winter: Spring:

Send a cohort of teachers (one per grade level) and school leadership attending Lucy Calkins' Writing PD at Columbia University. Teachers will return to school and train their respective areas, and Writer's Workshop will be incorporated school wide.	Beginning: 10/15 Completion: 05/16	Principal, Assistant Principal, Coach, Interventionist	60% of students will score on, or above, grade level on state testing.	Writing Rubrics  State testing	Fall: Winter: Spring:
Send a cohort of teachers to AVID conferences in December 2015 and July 2016.	Beginning: 12/15 Completion: 06/17	Principal, Assistant Principal	Attendance at AVID conference in 12/15 and 07/16 with team of teachers	Notes from conferences, implementation strategy	Winter: Spring:

### Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

<b>Indicators/Best Practice</b> (Provide a detailed description)	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Measurable Outcome</b>	<b>Measurement Tool</b>	<b>Status of Implementation</b> (for Transformation Coach only)
Design and structure the master schedule to provide time for teacher collaboration around student learning.	Beginning: 8/15 Completion: 6/16	Principal and Leadership Team	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Published schedule; Team agendas and summary notes; Lesson plans and teacher reports	Fall: Winter: Spring:
Design and structure the master schedule to provide time for intervention and enrichment opportunities for students.	Beginning: 8/15 Completion: 6/16	Principal and Leadership Team	EOY student data will reflect progress towards decreasing our below level students in math ( $\leq 35\%$ CD-2 and $\leq 40\%$ 3-5)	Master schedule, student data	Fall: Winter: Spring:
Implement Intervention Block for grades 1-5 daily. Intervention team (one teacher, three assistants) will work with specific grade levels during Intervention blocks.	Beginning: 08/15 Completion: 05/16	Principal, Assistant Principal, Reading Coach, Reading Interventionist	Increase in Reading achievement, with at least 70% of students meeting Target RIT goals in Reading.	MAP testing	Fall: Winter: Spring:
Employ "Independent Contractors" to help with two hours of Intervention for most needy students in primary grades.	Beginning: 08/15 Completion: 05/16	Principal, Assistant Principal, Reading Coach, Reading Interventionist	Increase in Reading achievement, with at least 70% of students meeting Target RIT goals in Reading.	MAP testing	Fall: Winter: Spring:
Implement PLC's during the school day once/week for grades 2-5. Grades K-1 will meet after school on Wednesdays.	Beginning: 08/15 Completion: 05/16	Principal, Assistant Principal, Reading Coach, Reading Interventionist	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Notes of PLC meetings, lesson plans.	Fall: Winter: Spring:
Provide extended-day learning programs. (i.e. Boys and Girls Club will employ certified teachers to help one hour each day after school; school will employ certified teachers for small group tutoring)	Beginning: 08/15 Completion: 05/16	Principal, Assistant Principal, Reading Coach, Reading Interventionist	Increase in Reading achievement, with at least 70% of students meeting Target RIT goals in Reading.	MAP testing	Fall: Winter: Spring:

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**Turnaround Principle 4: Aligned and Rigorous Instruction (curriculum, instruction and assessment)**

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21<sup>st</sup> century global marketplace.

Indicators/Best Practice <small>(Provide a detailed description)</small>	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation <small>(for Transformation Coach only)</small>
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Implement research-based reading curriculum and instructional practices to teacher reading and enhance reading skills of students.	Beginning: 08/15 Completion: 05/16	Principal, Assistant Principal, Reading Coach, Interventionist	70% of 5K and 1 <sup>st</sup> grade students will end the year “Ready” for the next grade level (up from below 50% at end of 2014-15). 70% of 2 <sup>nd</sup> -5 <sup>th</sup> graders will meet Target RIT goals in Reading on MAP test.	SRA Mastery Signature Series assessments, DIBELS  MAP testing	Fall; Winter: Spring:
Implement research-based math curriculum and instructional practices to teacher reading and enhance reading skills of students(i.e.	Beginning: 08/15 Completion: 05/16	Principal, Assistant Principal, Reading Coach, Interventionist	70% of 5K and 1 <sup>st</sup> grade students will end the year “Ready” for the next grade level (up from below 50% at end of 2014-15). 70% of 2 <sup>nd</sup> -5 <sup>th</sup> graders will meet Target RIT goals in Math on MAP test.	Number Talks  District Math Curriculum  IXL Math program  MAP testing	Fall; Winter: Spring:
Research becoming an AVID school (AVID emphasizes College Readiness, increasing rigor, and STEM education).	Beginning: 12/15 Completion: 06/17	Principal, Assistant Principal	Attendance at AVID conference in 12/15 and 07/16 with team of teachers	Notes from conferences, implementation strategy	Winter: Spring:
Implement Writer’s Workshop in all classrooms.	Beginning: 10/15 Completion: 05/16	Principal, Assistant Principal, Coach, Interventionist	60% of students will score on, or above, grade level on state testing.	Writing Rubrics  State testing	Fall: Winter:  Spring:
Monthly meetings with District Math Coach (Dr. Frost) and fully implement Number Talks and Math Curriculum Guides across grade levels.	Beginning: 09/15 Completion: 05/16	Principal, Assistant Principal, Math Coach, Science Consultant	60% of students will be on-grade level or above in math	Data sources like MAP, state testing, benchmark tests.	Fall: Winter: Spring:
Implement strong Reading Intervention program in 1 <sup>st</sup> -5 <sup>th</sup> grades	Beginning: 08/10/15 Ending: 06/30/16	Principal, Assistant Principal, Reading Coach, Reading Interventionist	70% will meet Target RIT goals on Spring MAP  60% of students in grades 1-5 will be on-or above grade level  Schedules will denote a 50-minute Intervention block of time daily for all grade levels.  A Reading Interventionist, and three assistants, will form an Intervention Team that work with grade levels during Intervention block daily	MAP data reports  State testing data reports  Fountas and Pinnell and DIBELS reporting	Fall: Winter: Spring:
Purchase iPads and computers; combine with district program funding to add for enrollment	Beginning: 08/15 Completion: 06/16	Principal, Assistant	First grade classes will each have 13-15 iPads each. 5K	IXL Math and Accelerated Reader	Fall; Winter:

changes/needs.		Principal, Reading Coach, Teachers, Technology Specialist	classes will have at least 8 iPads in each class. Intermediate grades will have laptops to utilize for research.	usage reports	Spring:
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## Turnaround Principle 5: Data to Inform Instruction and Improvement

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
All data sources will be stored in school database (possibly in Dropbox) for teachers and Leadership team to easily access.	Beginning: 08/15 Completion: 06/16	Principal, Assistant Principal, Reading Coach, Technology Specialist	Data will be readily available in central location.	Formative assessment measures, state assessments	Fall; Winter: Spring:
Monitor student progress using DIBELS reports from <i>Classworks</i> Computer program.	Beginning: 08/15 Completion: 06/16	Principal, Assistant Principal, Reading Coach, Teachers, Technology Specialist	50% increase in number of students reaching established targets.	<i>Classworks</i> reports DIBELS reports	Fall; Winter: Spring:
Teachers will use computer programs/apps for enrichment and utilize the data provided by the programs.	Beginning: 08/15 Completion: 06/16	Principal, Assistant Principal, Reading Coach, Teachers, Technology Specialist	80% of students will meet their respective goals on Accelerated Reader.  50% of students will utilize the IXL math app and complete their grade level objectives	Accelerated Reader  IXL Math	Fall; Winter: Spring:
Teachers will participate weekly in PLC's to review data (with participation of one of our Leadership Team members ).	Beginning: 08/15 Completion: 05/16	Principal, Assistant Principal, Coach, Interventionist	Completing PLC reporting sheets will be reviewed and kept on file by Leadership Team. Review of assessments and lesson plans by administration.	Lesson plans, observations, participation by Leadership team in PLC's	Fall: Winter: Spring:
Revise school's use of data to determine intervention needs.	Beginning: 08/10/15	Principal, Assistant	*70% of students will meet Target RIT goals in Spring,	MAP data reports	Fall: Winter: Spring:

	Ending: 06/30/16	Principal, Reading Coach, Reading Interventionist	2016 on MAP *60% of students in grades 1-5 will be on, or above, grade level in Reading and math by end of 2015-16 school year according to MAP/DIBELS/State testing data	State testing data reports  DIBELS reporting	
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## Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement the discipline policy consistently among all classrooms and other school learning environments (cafeteria, intervention classes, etc.).  <b>Funds N/A</b>	Beginning: 08/15 Completion: 05/16	Principal, Teachers and other school staff	50% reduction in disciplinary infractions	Power School data	Fall: Winter: Spring:
Implement quarterly Good News Assemblies to celebrate students' accomplishments/improvements  <b>Funds N/A</b>	Beginning: 08/15 Completion: 05/16	Principal, Teachers and other school staff	At least 50% of students will be recognized for accomplishments during time period	Report cards, Accelerated Reader data, MAP data, Teacher data, Discipline data	Fall: Winter: Spring:
Research to implement possible off-campus trips to <b>provide students with real-world, life experiences to enhance achievement.</b>	Beginning: 08/15 Completion: 05/16	Principal, Teachers and other school staff	Field trip plans/forms created by grade levels	Agendas for Field trips such as Washington DC itinerary, Charleston itinerary, and Barrier Island details	Fall: Winter: Spring:
Foster continuing partnerships with outside agencies	Beginning: 08/15 Completion: 05/16	Principal, Parent Involvement Facilitator	75 students receiving Backpack Buddies food each weekend from St. John's Church. At least 75 (up from 22) students will attend Camp Bob in June, 2016 facilitated by Church of the Advent.	Roster of students participating in respective programs	Fall: Winter: Spring:

## Turnaround Principle 7: Family and Community Engagement

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Foster continuing partnerships with outside agencies. Meetings have already taken place in July with liaisons from 2 partnership agencies.  <b>Title I Funds</b>	Beginning: 08/15 Completion: 05/16	Principal, Parent Involvement Facilitator	75 students receiving Backpack Buddies food each weekend from St. John's Church. At least 75 (up from 22) students will attend Camp Bob in June, 2016 facilitated by Church of the Advent.	Roster of students participating in respective programs	Fall: Winter: Spring:
Effective use of technology to communicate with parents.  <b>State Priority Funds- \$33,166.00</b>	Beginning: 08/15 Completion: 05/16	Principal, Parent Involvement Facilitator, Technology Specialist, Teachers	50% parent involvement improvement from 2014-15 school year	Bright Arrow weekly phone and emails to parents Twitter and Facebook updates from Tech. Specialist about school information Class Dojo used by classroom teachers to keep parents informed about behavior	Fall: Winter: Spring:
Parents and community leaders will meet monthly with principal through School Improvement Council or other community events  <b>Funds N/A</b>	Beginning: 08/15 Completion: 05/16	Principal, Parent Involvement Facilitator	50% increase in community involvement from 2014-15 school year	Agendas of PTO/School Improvement Council Meetings	Fall: Winter: Spring: